



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2009–2010:** Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2010-2011 NCLB Report Card

School: Greely High School

SAU: RSU 51 / MSAD 51

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# 2010-2011 NCLB Report Card



**School:** Greely High School  
**SAU:** RSU 51 / MSAD 51  
**Grade:** High School



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	179	175	98	78	78	49	24	54	16	6	173	2
	2009-2010	160	157	98	73	73	47	24	50	20	6	154	3
Female	2008-2009	94	91	97	74	74	53	22	52	19	8		
	2009-2010	82	81	99	73	73	49	27	46	22	5		
Male	2008-2009	85	84	99	82	82	46	26	56	13	5		
	2009-2010	78	76	97	74	74	46	20	54	18	8		
Caucasian/White	2008-2009	177	173	98	79	79	50	24	54	16	6		
	2009-2010	159	156	98	74	74	48	24	50	21	6		
African American/Black	2008-2009	0	0				26						
	2009-2010	0	0				28						
Hispanic	2008-2009	0	0				38						
	2009-2010	0	0				42						
Asian or Pacific Islander	2008-2009	2	2	100			46						
	2009-2010	1	1	100			41						
American Indian or Native Alaskan	2008-2009	0	0				32						
	2009-2010	0	0				27						
Economically Disadvantaged	2008-2009	8	8	100	50	50	34	13	38	38	13		
	2009-2010	15	15	100	47	47	31	13	33	27	27		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	9	9	100	56	56	16	0	56	0	44		
	2009-2010	13	13	100	23	23	16	0	23	38	38		
Limited English Proficient	2008-2009	0	0				16						
	2009-2010	0	0				13						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

# 2010-2011 NCLB Report Card



**School:** Greely High School  
**SAU:** RSU 51 / MSAD 51  
**Grade:** High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	179	178	99	75	76	42	18	57	17	7	176	2
	2009-2010	160	157	98	79	79	45	14	65	15	6	154	3
Female	2008-2009	94	94	100	71	72	41	13	59	21	7		
	2009-2010	82	81	99	86	86	43	17	69	11	2		
Male	2008-2009	85	84	99	80	80	43	24	56	13	7		
	2009-2010	78	76	97	71	71	47	11	61	18	11		
Caucasian/White	2008-2009	177	176	99	76	76	43	18	57	18	7		
	2009-2010	159	156	98	79	79	46	14	65	15	6		
African American/Black	2008-2009	0	0				16						
	2009-2010	0	0				22						
Hispanic	2008-2009	0	0				29						
	2009-2010	0	0				40						
Asian or Pacific Islander	2008-2009	2	2	100			52						
	2009-2010	1	1	100			51						
American Indian or Native Alaskan	2008-2009	0	0				21						
	2009-2010	0	0				28						
Economically Disadvantaged	2008-2009	8	8	100	25	25	26	0	25	38	38		
	2009-2010	15	15	100	60	60	28	0	60	7	33		
Migrant	2008-2009	0	0				20						
	2009-2010	0	0										
Students with Disabilities	2008-2009	9	9	100	33	33	12	11	22	22	44		
	2009-2010	13	13	100	31	31	14	0	31	31	38		
Limited English Proficient	2008-2009	0	0				19						
	2009-2010	0	0				16						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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# 2010-2011 NCLB Report Card



<b>School:</b>	Greely High School
<b>SAU:</b>	RSU 51 / MSAD 51
<b>Grade:</b>	High School



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 71%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 54%			Graduation Rate Target: 80%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	98	96	75	75	48	98	98	96	77	77	43	93	93	80
Caucasian/White	98	98	96	76	76	49	98	98	96	77	77	44			
African American/Black	*	*	94	*	*	27	*	*	94	*	*	19			
Hispanic	*	*	95	*	*	40	*	*	95	*	*	34			
Asian or Pacific Islander	*	*	97	*	*	44	*	*	97	*	*	51			
American Indian or Native Alaskan	*	*	94	*	*	28	*	*	91	*	*	23			
Economically Disadvantaged	*	*	94	45	45	32	*	*	94	45	45	27			
Students with Disabilities	*	*	92	33	33	16	*	*	91	29	29	13			
Limited English Proficient	*	*	93	*	*	14	*	*	91	*	*	17			

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



## Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	8	11	19	5	15	0

## Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	5
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>